

St Richard Reynolds Catholic Primary School RE Skills and Knowledge Progression

Curriculum Aims	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
St Richard Reynolds	Listen and talk about key figures in the history of the people of God.	Recognise key figures in the history of the people of God.	Describe the life and work of some of the key figures in the history of the people of God.	Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> the life and work of key figures in the history of the people of God. 	Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> the life and work of key figures in the history of the people of God. 	Show a knowledge and understanding of: <ul style="list-style-type: none"> the life and work of key figures in the history of the people of God. 	Show a knowledge and understanding of: <ul style="list-style-type: none"> the life and work of key figures in the history of the people of God.
Domestic Church	Listen, talk about and role play how people act in a particular way because of their beliefs	Recognise religious beliefs Recognise that people act in a particular way because of their beliefs	Describe some of the actions and choices of believers that arise because of their belief	Describe, with increasing detail and accuracy <ul style="list-style-type: none"> a range of religious beliefs 	Describe, with increasing detail and accuracy <ul style="list-style-type: none"> those actions of believers which arise as a consequence of their beliefs 	Show a knowledge and understanding of: <ul style="list-style-type: none"> a range of religious beliefs 	Show a knowledge and understanding of: <ul style="list-style-type: none"> those actions of believers which arise as a consequence of their beliefs
Harvest	Listen, talk about and role play how people act in a particular way because of their beliefs	Recognise religious beliefs Recognise that people act in a particular way because of their beliefs	Describe some of the actions and choices of believers that arise because of their belief	Describe, with increasing detail and accuracy <ul style="list-style-type: none"> a range of religious beliefs 	Describe, with increasing detail and accuracy <ul style="list-style-type: none"> those actions of believers which arise as a consequence of their beliefs 	Show a knowledge and understanding of: <ul style="list-style-type: none"> a range of religious beliefs 	Show a knowledge and understanding of: <ul style="list-style-type: none"> those actions of believers which arise as a consequence of their beliefs
Baptism/ Confirmation	Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play.	Recognise religious signs and symbols used in worship including the celebration of the Sacraments.	Describe some religious symbols and the steps involved in religious actions and worship including the celebration of the Sacraments.	Describe, with increasing detail and accuracy <ul style="list-style-type: none"> religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. 	Describe, with increasing detail and accuracy <ul style="list-style-type: none"> religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. 	Show a knowledge and understanding of: <ul style="list-style-type: none"> religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. 	Show a knowledge and understanding of: <ul style="list-style-type: none"> religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.

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World Religions 1	Listen, talk about and role play how people act in a particular way because of their beliefs	Recognise religious beliefs Recognise that people act in a particular way because of their beliefs	Describe some of the actions and choices of believers that arise because of their belief	Describe, with increasing detail and accuracy <ul style="list-style-type: none"> a range of religious beliefs 	Describe, with increasing detail and accuracy <ul style="list-style-type: none"> those actions of believers which arise as a consequence of their beliefs 	Show a knowledge and understanding of: <ul style="list-style-type: none"> a range of religious beliefs 	Show a knowledge and understanding of: <ul style="list-style-type: none"> those actions of believers which arise as a consequence of their beliefs
Advent/ Christmas	Listen to and talk about religious stories and respond to what they hear with relevant comments. Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.	Recognise religious stories	Retell, in any form, a narrative that corresponds to the scripture source used.	Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.	Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.	Show a knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.	Show a knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.
Local Church	Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.	Recognise religious stories	Retell, in any form, a narrative that corresponds to the scripture source used.	Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.	Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.	Show a knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.	Show a knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.
Eucharist	Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play.	Recognise religious signs and symbols used in worship including the celebration of the Sacraments.	Describe some religious symbols and the steps involved in religious actions and worship including the celebration of the Sacraments.	Describe, with increasing detail and accuracy <ul style="list-style-type: none"> religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. 	Describe, with increasing detail and accuracy <ul style="list-style-type: none"> religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. 	Show a knowledge and understanding of: <ul style="list-style-type: none"> religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments. 	Show a knowledge and understanding of: <ul style="list-style-type: none"> religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments.

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Lent/Easter	Listen, talk about and role play how people act in a particular way because of their beliefs	Recognise religious beliefs Recognise that people act in a particular way because of their beliefs	Describe some of the actions and choices of believers that arise because of their belief	Describe, with increasing detail and accuracy <ul style="list-style-type: none"> ○ a range of religious beliefs 	Describe, with increasing detail and accuracy <ul style="list-style-type: none"> ○ those actions of believers which arise as a consequence of their beliefs 	Show a knowledge and understanding of: <ul style="list-style-type: none"> ○ a range of religious beliefs 	Show a knowledge and understanding of: <ul style="list-style-type: none"> ○ those actions of believers which arise as a consequence of their beliefs
Pentecost	Read and understand simple sentences from scripture or from their own religious stories	Recognise religious stories	Retell, in any form, a narrative that corresponds to the scripture source used.	Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.	Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.	Show a knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.	Show a knowledge and understanding of a range of scripture passages that corresponds to the scripture source used.
Mary	Listen and talk about key figures in the history of the people of God.	Recognise key figures in the history of the people of God.	Describe the life and work of some of the key figures in the history of the people of God.	Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> ○ the life and work of key figures in the history of the people of God. 	Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> ○ the life and work of key figures in the history of the people of God. 	Show a knowledge and understanding of: <ul style="list-style-type: none"> ○ the life and work of key figures in the history of the people of God. 	Show a knowledge and understanding of: <ul style="list-style-type: none"> ○ the life and work of key figures in the history of the people of God.
Reconciliation/ Anointing of the sick	Listen, talk about and role play how people act in a particular way because of their beliefs	Recognise religious beliefs Recognise that people act in a particular way because of their beliefs	Describe some of the actions and choices of believers that arise because of their belief	<ul style="list-style-type: none"> ● Describe, with increasing detail and accuracy <ul style="list-style-type: none"> ○ a range of religious beliefs 	<ul style="list-style-type: none"> ● Describe, with increasing detail and accuracy <ul style="list-style-type: none"> ○ those actions of believers which arise as a consequence of their beliefs 	<ul style="list-style-type: none"> ● Show a knowledge and understanding of: <ul style="list-style-type: none"> ○ a range of religious beliefs 	<ul style="list-style-type: none"> ● Show a knowledge and understanding of: <ul style="list-style-type: none"> ○ those actions of believers which arise as a consequence of their beliefs
World Religions 2	Listen, talk about and role play how people act in a particular way because of their beliefs	Recognise religious beliefs Recognise that people act in a particular way because of their beliefs	Describe some of the actions and choices of believers that arise because of their belief	<ul style="list-style-type: none"> ● Describe, with increasing detail and accuracy <ul style="list-style-type: none"> ○ a range of religious beliefs 	<ul style="list-style-type: none"> ● Describe, with increasing detail and accuracy <ul style="list-style-type: none"> ○ those actions of believers which arise as a consequence of their beliefs 	<ul style="list-style-type: none"> ● Show a knowledge and understanding of: <ul style="list-style-type: none"> ○ a range of religious beliefs 	<ul style="list-style-type: none"> ● Show a knowledge and understanding of: <ul style="list-style-type: none"> ○ those actions of believers which arise as a consequence of their beliefs

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Universal Church	Listen, talk about and role play how people behave in the local, national and global church community.	Recognise key people in the local, national and global Church	Recognise key people in the local, national and global Church	<ul style="list-style-type: none"> Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> different roles of people in the local, national and global Church 	<ul style="list-style-type: none"> Describe, with increasing detail and accuracy: <ul style="list-style-type: none"> different roles of people in the local, national and global Church 	<ul style="list-style-type: none"> Show a knowledge and understanding of: <ul style="list-style-type: none"> different roles of people in the local, national and global Church 	<ul style="list-style-type: none"> Show a knowledge and understanding of: <ul style="list-style-type: none"> different roles of people in the local, national and global Church
End of year expectations AT1	<p>The pupil is able to express themselves effectively when talking about religious stories, ideas and events, showing awareness of the listener's needs. (C&L)</p> <ul style="list-style-type: none"> They are also able to demonstrate understanding when talking with others about what they have read. (L) They are able to represent their own ideas, feelings and thought of religious matters through design and technology, art, music, dance role play and stories. (EAD) (<p>The pupil is able to recognise some elements of religious stories and the people and events within.</p> <ul style="list-style-type: none"> They are also beginning to recognise many religious signs and symbols and use some religious words and phrases. They are able to recognise that people act in a particular way because of their religion. 	<p>The pupil is able to retell accurately many key elements from stories within the Old and New Testament using their own words about special people, places and events. (i)</p> <ul style="list-style-type: none"> The pupil is able to describe many religious signs, symbols and actions used in prayer and Liturgy using appropriate religious words and phrases. (ii) (e.g. during Baptism – anointing with oil, white shawl, candle) The pupil is able to describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief. (iii) (e.g. daily prayers, try to live like Jesus, make the right choice, going to a place of worship, singing hymns, supporting charities) 	<p>The pupil is able to use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs. (i)</p> <ul style="list-style-type: none"> They are also able to describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. (ii) They are able to describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions. (iii) 	<p>The pupil can make links between many religious stories and people they have shared/learnt about and beliefs. (i)</p> <ul style="list-style-type: none"> The pupil can use a developing religious vocabulary to give reasons for many religious actions & symbols. (ii) Give religious reasons for many actions by believers. (iii) 	<p>The pupil can securely make links between most religious stories and people they have shared/learnt about and beliefs, and begin to describe them to show understanding. (i)</p> <ul style="list-style-type: none"> The pupil can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. (ii) The pupil can give religious reasons for most actions by believers and begin to show how they shape believers' lives. (iii) 	<p>The pupil can describe and show understanding of some religious sources beliefs, ideas, feelings and experiences, making links between them. (i)</p> <ul style="list-style-type: none"> The pupil can use religious terms to show an understanding of many different liturgies. (ii) The pupil can show some understanding of how religious belief shapes life in different ways. (iii)
End of year expectations AT2	<p>The pupil is able to talk about how they and others show feelings, talk about their own and others'</p>	<p>The pupil is able to talk about many of their own experiences and how these made them feel. (i)</p>	<p>The pupil is able to ask and answer some questions about how certain experiences make them and others feel</p>	<p>The pupil is able to share with and question others about the things that have happened to them and talk about</p>	<p>The pupil can make some links to show how feelings & beliefs affect their behaviour & that of others. (i)</p>	<p>The pupil can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to</p>	<p>The pupil can confidently show how their own and others' decisions are informed by beliefs and values. (i)</p>

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	<p>behaviour, and its consequences, and know that some behaviour is unacceptable. (PSED)</p> <ul style="list-style-type: none"> • They can also know about similarities and differences between themselves and others, and among families, communities and traditions. (UTW) 	<ul style="list-style-type: none"> • They can also reflect upon some things they wonder about and speak about these. (ii) 	<p>and say why they feel that way. (i)</p> <ul style="list-style-type: none"> • The pupil can ask somebody why they are wondering about something. They can also say what they wonder about God and Jesus. (ii) 	<p>how they have felt. They can also give some examples of how their and others' behaviour is influenced by what they feel or believe. (i)</p> <ul style="list-style-type: none"> • They can speak to and question others about things that cause them to wonder, knowing that some questions have no clear answers and they can also compare some of their own and other people's ideas about such questions. (ii) 	<ul style="list-style-type: none"> • The pupil is able to compare most of their own & other people's ideas about questions that are difficult to answer. (ii) 	<p>show how own and others' decision are informed by beliefs and values. (i)</p> <ul style="list-style-type: none"> • The pupil is able to compare most of their own & other people's ideas about questions that are difficult to answer. The pupil begins to engage in discussion about questions of life, in light of religious teaching. (ii) 	<ul style="list-style-type: none"> • The pupil engages in some discussion about questions of life, in light of religious teaching. (ii)
<p>End of year expectations AT3</p>	<p>Listen to a point of view.</p> <ul style="list-style-type: none"> • Talk about some sources (prayers and hymns). 	<p>Listen and respond to a point of view.</p> <ul style="list-style-type: none"> • Ask and respond to questions about sources (prayers, hymns and scripture stories). 	<p>Express a point of view and begin to give a reason for it.</p> <ul style="list-style-type: none"> • Make a link to a source that supports a point of view. • Begin to express a preference. 	<p>Express a point of view and give some reasons for it.</p> <ul style="list-style-type: none"> • Make a link to some sources that support a point of view. • Express a preference and give some reasons for it. 	<p>Express a point of view and give many reasons for it.</p> <ul style="list-style-type: none"> • Make a link to many sources that support a point of view. • Begin to arrive at judgements. 	<p>Express different points of view.</p> <ul style="list-style-type: none"> • Use sources to support some points of view. • Arrive at judgements. 	